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ABSTRACT

This document is intended for persons responsible for supervising teachers in trade or technical programs, for persons monitoring programs in occupational areas, and for those interested in self-evaluation concepts. The document includes a pretest that serves as an aid for the clarification of values and tactics for local, onsite self-evaluation. Also included are some comments on working with trade and technical teachers, a list of goals for a ten-day course on teacher self-evaluation, local self-evaluation questioning techniques, and general guidelines to follow when using self-evaluation techniques. (Author/IRT)

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TITLE

EDUCATIONAL ADMINISTRATION TECHNIQUES FOR THE BUSY EXECUTIVE TO USE DURING ON-SITE VISITS AND ROUTINE INSPECTIONS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE AUDIENCE FOR THIS MATERIAL

This material may help you if you are interested in the concept of self-evaluation in any of the following situations :

1. You are responsible for teachers in a trade and technical program of instruction. You must conduct on-site visits to a number of locations. Your usual visit length is one day.

2. You are responsible for monitoring programs in occupational areas. You may be in one discipline or in several disciplines. You want to define monitoring in such a way as to maximize LEA self-evaluation and initiative.

3. No matter what your job responsibilities, you feel that there are viable alternatives to coercion and externally imposed standards as a means of getting quality for each educational dollar spent.

4. You are interested in how the management-by-objectives approach has to be adapted to fit into the typical educational setting.

5. You have heard of the concept of "self-evaluation" and are curious how it will fit into the context of "on-site visitation."

INTRODUCTION TO THE PRETEST

Your answers to the following questions will help make more explicit your statement of values and tactcis on local on-site self-evaluation. There are no right answers to the following questions. As a matter of fact, these questions are not for correction so much as they are for stimulating and structuring discussion.

As a result of this discussion, it is hoped that you will be able to answer the following questions :

> Exactly WHAT do you want to do when you talk about implementing local self-evaluation during on-site visitation of educational programs you must monitor? (Objective)
>
> WHY do you want to implement this approach? (Value Clarification)
>
> HOW will you know when you have succeeded? (Evaluation Criteria)
>
> HOW MANY ALTERNATIVE PATHS do you envision for attaining these goals? (Awareness of Technology and Resources)

Your answers to these questions will form the backbone of any self-evaluation system you come up with to aid you in your daily work. This is precisely what will individualize your approach.

Pretest on How to Conduct On-site Visits and Local Self-Evaluation

YES NO 1. A previsit is a good way to alert the occupational director to to the purposes and goals you desire from switching over to the process of local self-evaluation.

YES NO 2. When you make your on-site visits you must be prepared to spend from 4 to 5 days with each school. A one day visit is entirely too short for the scope of the local self-evaluation you wish to make.

YES NO 3. Your job is to arrange things with the local occupational director (or with the director of the particular trade or profession with which you are dealing). This means that the administrator whom you contact will take upon himself the responsibility to orientate and train his staff in the concepts and practices of local self-evaluation.

YES NO 4. Local self-evaluation is another way to achieve State Education Department policing all educational activities.

YES NO 5. The process of local self-evaluation is the best way for the State Education Department to come up with reliable and up-to-date state norms.

YES NO 6. Local self-evaluation presumes that the local staff itself will come up with suggestions as to what can be reinforced or implemented. They tend to avoid ideals that will never be realized.

YES NO 7. Local self-evaluation means that the State Education Department supervisor switches over to the role of facilitator. He gives advice only when it is asked for.

YES NO 8. Local self-evaluation presumes that the State Education Department will do its best to bring in needed expertise that truly fits

local needs. It will not apply a uniform set of standards for every school in the entire state regardless of local variations.

YES NO 9. The role of the previsit in local self-evaluation is to allow the State Education Department representatives to explain this process and its implications.

YES NO 10. The training of the local staff and the local self-evaluation team is a job to be done by the local educational agency. The State Education Department supervisor gives guidance if and when it is asked for.

YES NO 11. This ongoing process of local self-evaluation ordinarily means that a local educational agency will conduct a series of monthly staff assessments. At this meeting it is not necessary for the State Education Department personnel to be physically present. It is not necessary for the State Education Department to be advised by written memos of what is happening.

YES NO 12. Once a year, the local staff, as a group or through its occupational director, will meet with the State Education Department representatives to take care of four things:

- awareness of the past year's program
- an awareness of the prospects for the future
- feedback from elsewhere
- revision of the self-evaluation process as applied to an individual LEA.

YES NO 13. The typical educational staff with which I will be dealing lacks the knowledge necessary to carry out an effective program of self-evaluation.

YES NO 14. The types of people I deal with in the field are incapable of receiving and profiting from training intended to equip them to become self-evaluating.

YES NO 15. At the present time, I am dealing with educators who are capable of conducting local self-evaluations.

YES NO 16. In fact, I am currently working with educators who are conducting local self-evaluation in a way I think can be profitably imitated by others.

YES NO 17. I think there are many other more important priorities in my work load that instilling the process of local self-evaluation.

YES NO 18. The number of other high priority tasks I have in my work load prevent me from getting more deeply involved in the process of local self-evaluation.

YES NO 19. Local self-evaluation will eventually evolve into an evaluation instrument that will be practically the same for each participating LEA.

YES NO 20. My main objection to the process called "local self-evaluation" is that it will lead to a different set of criteria for each LEA.

INTRODUCTION :

WORKING WITH

THE

TRADE AND

TECHNICAL

TEACHER

WORKING WITH SOMEONE

IS NOT the same thing as telling him or her exactly what to do in every circumstance.

IS NOT merely another technique designed to sneak one's preferences through the back door of discussion.

MEANS helping IF, WHERE, WHEN, and HOW he or she asks for assistance.

OUR MAIN GOAL

IS to assist LEA staff to evaluate their programs through self-evaluation by drawing out the goals to be self-evaluated from local staff in personal interviews.

Introduction: Working with the Trade and Technical Teacher

The typical trade and technical teacher has had a wide variety of experiences before becoming an instructor. Most often, he has been an outstanding employee; he was able to demonstrate to his employer's satisfaction and to his own sense of accomplishment his ability to get the job done smoothly, effectively, and efficiently. He was trained to be an employee. What his training lacked, he made up on his own. Time and experience taught him a lot about being a good employee.

All of a sudden, his role changes once he walks into the classroom. His primary goal is not to do the job himself. His primary goal is to get others to perform properly on the job. This is a shift of emphasis and approach. Formerly, verbalization was in the background. In teaching, the teacher who says nothing would be an oddity in the classroom. The one who talks too much would be just as much out of place. As an employee, he worked with people who spoke the same technical language and who shared many technological experiences. In teaching, the teacher can often safely assume that many of his students know very little about the trade, can do even less, and sometimes don't even care. While working in the 1940's and the 1950's, the model employee kept his mouth shut and did what the boss told him to do. In teaching, the teacher of the 1970's finds that attitudes must back up skills and that relevance must be obvious in every goal mutually agreeable to both teacher and learner.

In a few words, things have changed. The former model employee now finds himself an inexperienced and untrained teacher. He has a lot of adaptations to make. One of the ways to adapt is by traveling the road of in-service training.

Goal: Implementing the Process of Self-Evaluation

Self-evaluation is easy to talk about even though it can be agonizing for self-evaluator. This process boils down to an honest answer to the question, "How well have I done?" Another way of saying this is to ask, "How successful have I been?"

Such questions presume that other inquiries have been posed and answered: "Exactly what do I want to achieve?" and "How will I know when I have achieved it?" Between these two activities of planning and evaluating lies implementation. Implementation can be begun by asking the question, "How many different ways are open to me to attain the goal I have set?" Strategy emerges as asking, "Which of these alternatives will be taken by me?" Motivation and relevance enter the scene by asking, "Why?"

Footnote: Not All Occupational Teachers Are Alike

Everytime you get a bunch of occupational teachers together, you are in for a surprise. You will find both naive and experienced teachers. The naive teacher doesn't realize that "knowing how to do it" is one thing and that "knowing how to teach it" is another. The experienced teacher is anyone who has acquired a working knowledge and practical application ability of techniques that "deliver the mail." Whenever you meet someone who knows how to teach in terms of student productivity, listen to him. He will give you a variety of practical insights that can be easily translated into workable classroom strategies. For example, instead of talking of "occupational clusters and lattices," he will tell you to stress "staircases." They go upward. They stress "putting it all together." Besides, it's a more common word.

GOALS FOR A
TEN DAY COURSE
ENTITLED :
"TECHNIQUES FOR
TEACHER
SELF-EVALUATION
OF TRADE AND
TECHNICAL COURSES
OF INSTRUCTION"

This course stimulates educators to take knowledge already possessed by them and turn it into evaluation skills applicable to their classrooms. To do this requires a certain amount of motivation.

The attached course outline is meant to be indicative rather than definitive. It is meant to foster feedback among successful self-evaluators rather than the mere dissemination of information found in scattered texts. It is hoped that teachers will start doing something differently as a result of exposure to this exchange of ideas and techniques.

Such an approach rests upon the assumption that each participant has something to give (THINGS THAT HAVE WORKED FOR HIM) and something to learn (SOLUTIONS TO PROBLEMS HE HAS NOT YET SOLVED).

GOALS FOR A TEN DAY COURSE ENTITLED "TECHNIQUES FOR TEACHER SELF-EVALUATION OF TRADE AND TECHNICAL COURSES OF INSTRUCTION"

SESSION	KNOWLEDGE GOAL	SKILL GOAL	ATTITUDE GOAL
Day 1 (AM)	Recognize basic concepts and criteria of performance-based self-evaluation in trade and technical education.	Apply these principals verbally in front of the training group. Do this at the teacher level.	Feel that "I can do it" and that "It can improve learning."
Day 1 (PM)	Analyze several models of self-evaluational systems now in use in New York State.	Adapt in writing these models to course work for next year.	Realize that "I could do better than that" and that "My local situation requires a few changes to make it work."
Day 2	Match specific simple statistical techniques to everyday learning and evaluation situations.	Explain to the group's satisfaction how these statistical techniques help do a better job.	Volunteer to interact with other trainees since "We're all in this together" and "because we're all judges of what will work back home."
Day 3	Track down specific methods, instruments, and techniques that explain self-evaluation.	Find in ERIC and other available sources the material helpful to trade and technical teachers.	Aware that "It's more important to know where to find recent data than to memorize facts that will soon be outdated."

SESSION	KNOWLEDGE GOAL	SKILL GOAL	ATTITUDE GOAL
Day 4	Think up creative ways to utilize the existing materials available for self-evaluation of trade and technical instruction.	Test out a few of these ideas in the give-and-take of discussion with other teachers facing the same challenges.	Discover that at a conference like this that the best way to learn is to try to put one's ideas across to someone experienced enough to evaluate them critically.
Day 5	Restate typical objections that will arise back home when self-evaluation techniques are first introduced into lessons.	Work out with candor and frankness exactly what must be done to anticipate and overcome these difficulties.	Appreciate the value of negotiations: "If you want something, you must ready to do or give something."
Day 6	Formulate the modular concept as it applies to self-evaluation of trade and technical instruction.	Question the experts and participants to search out the practical value of such an approach.	Convince oneself that "There are a lot of things I already do or know that could be tied together more systematically by modules."
Days 7 to 10	Rethink one's lesson plans, goals, evaluation techniques, and instructional technology in light of modular self-evaluational basic procedures.	Start writing the components of a module that seem most appropriate for the course to be given by the participant next year.	Experience the feelings of purpose and power that result from the ability to self-evaluate in a systematic way.

BTT LOCAL SELF-EVALUATION QUESTIONING TECHNIQUE

OUR MAIN GOAL is to assist LEA staff to

EVALUATE their PROGRAMS

THROUGH
Self-Evaluation

by

Drawing Out the Goals from
Local Staff

in

Personal Interviews

Guidelines

(1) It's important to maximize local staff talking and evaluating. This means minimizing BTT talking, overt evaluation, and expression of opinions. BTT lets LEA staff talk and evaluate.

(2) Ask leading questions. This will facilitate the process of helping LEA staff make self-evaluations that correlate highly with

(a) what we would have asked ourselves,

(b) what is in keeping with local needs,

(c) corroborating evidence and data (preferably in writing) that is immediately or shortly available, and

(d) universally accepted validity criteria.

GENERAL GUIDELINES TO FOLLOW WHEN USING

A SELF-EVALUATION TECHNIQUE

(1) Our goal is neither rating nor snooping, but teamwork. (Do not give the impression of threatening. Develop a helpful positive attitude.)

(a) We want to help schools assess themselves.

(b) No comparisons are intended.

(2) Question: "What will you do with this self-evaluation?"

Answer: (a) Self-evaluation is to help you think analytically about your program.

(b) You yourself will discover your strengths and weaknesses.

(c) You yourself will make the final recommendations.

(d) We will provide assistance to solve your problems.

(e) We will secure assistance from others

(3) Stressing a few major goals will accomplish more than brushing lightly over a number of minor points.

(4) In addition to friendliness and rapport, there are objective criteria that must be visible to back up the claim for a good program. "A nice guy doesn't always run a good program."

(5) The LEA should be the source of areas to be evaluated. This means a pre-visit contact to alert the school to the meaning of the goal of "self-evaluation."

(6) LEA personnel do want to know the results of any evaluation, self-evaluation or external evaluation. Be sure to promise them a copy of your report. There is nothing to hide

(7) There is a certain simplicity about this self-evaluation process.

(a) For the LEA, there is simply the need to ask the right questions.

(b) For the BTT, there is simply the need to ask leading questions when this process is slow in getting started.

(c) All of this can be summed up on two sides of a 3 x 5 card.

Side One -- Self Evaluation Questions

1st. What do you do to _____?

2nd. Why do you do it?

3rd. How do you know it works?

4th. Are there other alternatives?

5th. Why haven't you used them?

Side Two -- Leading Questions

KEY TOPICS

1. Teacher
2. Facility
3. Administration
4. Instructional Materials
5. Community Relationships
6. Program Description

Validity Criteria: personnel should evaluate mentally the validity of responses given by local staff.

(a) Use a scale of from 1 (high validity) to 5 (low validity) to measure validity of each major specimen item.

(b) Validity is based upon the following criteria:

1. A valid comment

2. Probably valid

3. May or may not be valid

4. Questionable validity

5. No obvious validity

(c) When the validity index is 3 or lower, the BTI supervisor must probe to come up with a better index.

Here are some typical sequential leading questions that can be used to initiate an evaluation or a probing:

1st. What do you do to _____?

2nd. Why do you do it?

3rd. How do you know it works?

4th. Are there other alternatives?

5th. Why haven't you used them?

(8) For an in-depth treatment of these concepts of self-evaluation, here are some good beginning references. Copies are available in the BVT Chief's office.

(a) Three Phase System for Statewide Evaluation of Occupational Education Programs - Available from: Program Approval and Evaluation Unit, 1035 Outer Park Drive, Springfield, Illinois 62706

(b) Instruments and Procedures for the Evaluation of Vocational/Technical Education Institutions and Programs - Available from: American Vocational Association, 1510 "H" Street, Northwest, Washington, D.C. 20005

(c) Preparing Evaluation Reports, A Guide for Authors - Available from: U. S. Government Printing Office, Washington, D.C. 20402

(d) Determining Objectives- Program Evaluators Handbook - Available from: Division of Evaluation, State Education Department, Albany, New York 12224

(e) Characteristics of Quality Vocational-Technical Education Programs - Available from: Secondary Programs Branch, Division of Vocational-Technical Education, Bureau of Adult Vocational-Technical Education, U. S. Office of Education, Washington, D.C. 20202

(f) A Primer for Making Site Visits - Available from: University of the State of New York, State Education Department, Bureau of Urban and Community Programs Evaluation, Albany, New York 12224

(g) Preparing Program Objectives - Available from: University of the State of New York, State Education Department, Bureau of Urban and Community Programs Evaluation, Albany, New York 12224

(h) "Selecting and Developing a Research Problem" - Technical Report, September, 1967 - Available from: University of Minnesota, Research Coordination Unit in Occupational Education

(i) "The Evaluation of Occupational Education Programs" - Technical Report - Available from: University of Minnesota, Research and Coordination Unit in Occupational Education, September, 1968

LOCAL SELF-EVALUATION DURING ON-SITE VISITS

SELF-EVALUATION	LESS STRESS ON EXTERNAL MONITORING
ASSESSMENT MEANS SELF-EVALUATION BY THE LEA STAFF	IT DOES NOT MEAN POLICING
LOCAL NEEDS ARE STRESSED AND PLACED IN PERSPECTIVE WITH LOCAL RESOURCES	NO COMPARISONS ARE INTENDED FROM ONE DISTRICT TO ANOTHER
STRENGTHS ARE REINFORCED AND USED TO UPROOT WEAKNESSES AS PERCEIVED BY LEA STAFF	NO OUTSIDER IS GIVEN THE TASK OF "TELLING YOU WHAT TO DO"
REALISTIC NEXT STEPS ARE PLANNED AND IMPLEMENTED	NO TIME IS WASTED WITH "IMPOSSIBLE DREAMS" THAT CAN'T BE PINNED DOWN TO "THE NEXT POSSIBLE STEP"

PHASE THREE

2 Act yourself:

Get rid of "useless" data.

Put the facts to work.

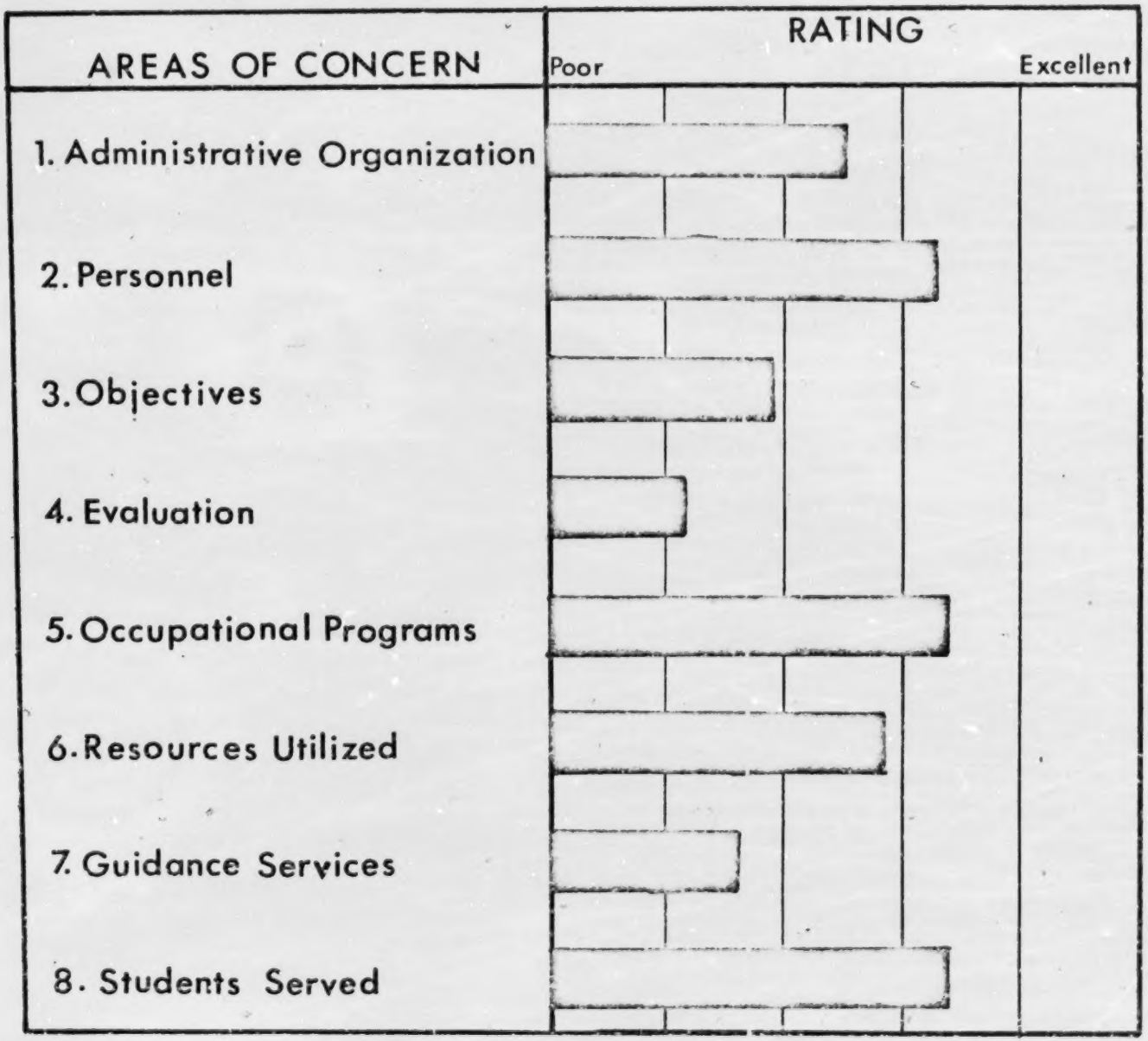
GUIDES

1 Ask yourself:

"Why is this data important?"

"Is it data we already have but don't know how to use?"

"How can this data be used for decision-making?"

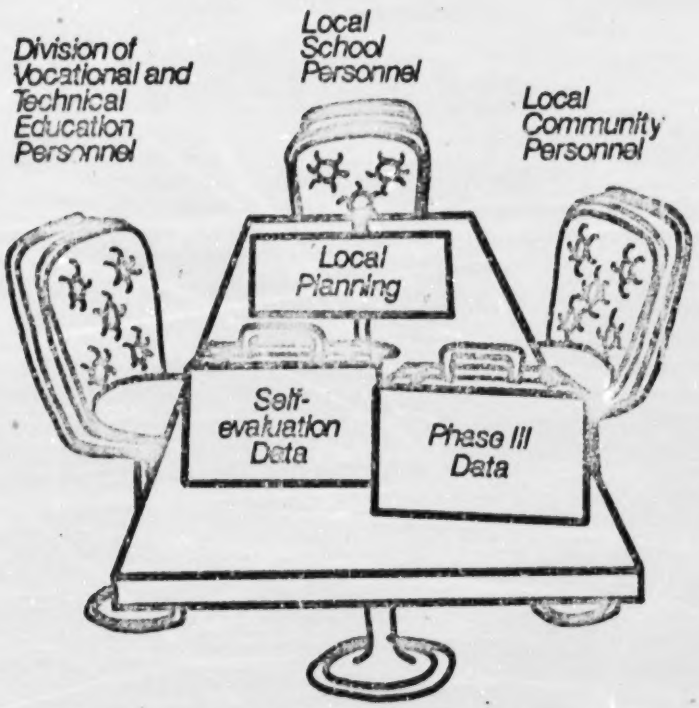


SUMMARY

Bar graphs are one way.

There are many others!

PHASE ONE



People open up once rapport is established

GUIDES

1 Friendly and informal but professional

2 Sympathetic, interested, and attentive listening

3 Be neutral on opinions but observant and at ease

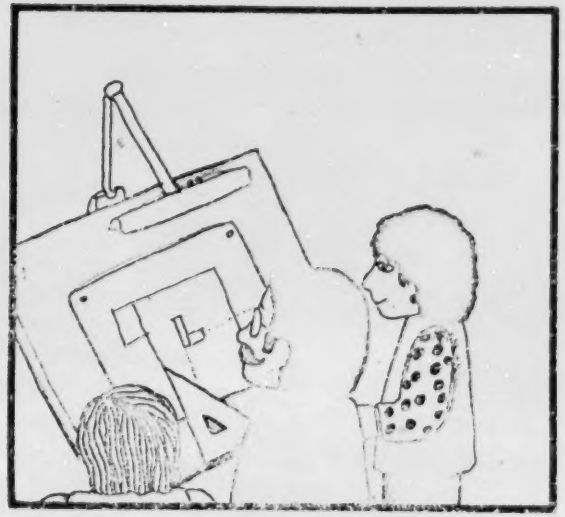
HOW DO YOU SEE YOURSELF AS AN ADMINISTRATOR?

A. PUBLIC SPEAKER

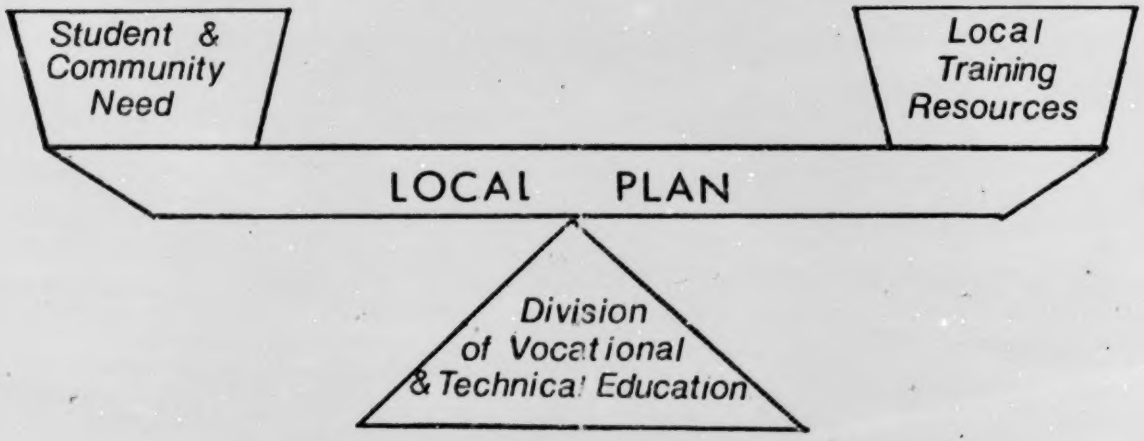
C. PRESIDING JUDGE

B. SOCIALIZER

D. PLANNER



PHASE TWO



GUIDES

1 **Unless the purpose of evaluation is clear, it may be seen as a threat**

2 **People want real opportunities to express themselves**